Component #1: Needs, Goals & Objectives

1) Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement.

Data was collected from current mid-term progress reports, that reflected both homework and class participation grades, and the past three school year's records for overall grades. Twenty-seven male, 9th grade student athlete records and grades for mathematics and language arts were highlighted from the first quarter and mid-term records. Mathematics grades were examined first. From the highlighted group, ten students were struggling to maintain a C, three students had grades below a C, and the remaining 14 were earning above average grades (A or B). Of the 13 students with lower grades, five students had routinely missing assignments. After reviewing the 9th grade class grades for language arts, 14 students were struggling to maintain a C, five students had grades below a C, and the remaining eight students were earning grades above average (A or B). Of the 19 students with lower grades, six routinely missed handing in assignments. Four students were missing both mathematics assignments and language arts assignments.

The ninth grade records for the past three years were also examined. Male student athlete records were highlighted. While individual assignment records were not available, final grades for classes were examined. Previous years' results echoed the trend from the current year first quarter and mid-term grades. More male student athletes passed mathematics than language arts. However, on average, student athletes earned lower grades than the average score of the non-athlete student body.

Missing assignments can occur for a variety of reasons, however the "need" being analyzed here is the lack of time management/prioritizing skills. Periodic observations were conducted during study hall periods throughout the first semester of the school year. While all students were observed for study habits and interactions, extra focus was centered on the student athletes with the lower grades. Observations indicated that students did not use study time for studying or completing homework at all times.

Collaboration with the coaches further identified the need for the group. Coaches agreed to use 10 minutes of practice time to have their freshman athletes complete a 10 question self-report survey with questions regarding their perceptions of their use of time, their ability to balance responsibilities, their level of contentment with their current grades, and if they have any desire to improve grades and time management. I will use these resources to determine the level of need for a small group program for 9th grade student athletes who are struggling in mathematics and language arts largely due to uncompleted homework assignments and lack of preparation for in-class discussion and learning. The lack of attention given to homework assignments can lead a student to fall behind in understanding, achievement, and overall academic success (Ramdass & Zimmerman, 2011). While many outside factors can affect the completion of homework, improper use of time and poor time management can negatively affect academic achievement.

Population: This group will serve 6-8 male ninth grade student athletes who are struggling to complete homework assignments due to lack of time management skills. This group was designed for just males at this time in anticipation of having teammates in the group. It is hoped that the students will develop more comradery and be effective accountability partners for each other after the group terminates (Steen, Bauman, & Smith, 2007).

Recruitment and screening: Letters will be mailed to the parents of all ninth grade male student athletes with C's or lower on their first quarter grades. The letters will be mailed two days after the report cards and will explain the group's purpose and goal. It will ask the parents to consider encouraging their son to participate, describe the commitment level required from their sons, and provide detailed ways in which they can assist at home. It will also include the schedule of group meetings and the duration of the meetings. Screening procedures will utilize the surveys the students completed during practice. Students indicating a desire to improve or a discontentment with their current grades will be interviewed first. Students with more than one C or lower grades in a core class will be interviewed second. Students who have been referred to the group either by a teacher or by their parents' response to the letter will also be interviewed. Interviews will happen one-on-one in effort to help boys make the decision to join because they want to and not because their buddies will be in the group also. Due to the small size of the group, students with grades of one C or above on their report card will be ruled out. If the interest and need is higher than 10 students, two groups will be formed and meet, following the same program but at different meeting times.

Group Structure: This is a psychoeducational small group designed to serve as an intervention tool for 9th grade male student athletes. The group will meet for 40 minutes, once a week for six weeks in the counseling center. The time of day will rotate so no student will miss the same class each week. The program will be offered multiple times throughout the year according to need of the student population.

2) Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.

Ninth grade student athletes will enhance overall academic achievement by incorporating two time management skills into their weekly routines.

3) Student develops **two** measurable objectives for session #1 of the structured group program that supports the established goal (**one** school counseling content and **one** mathematics content).

Objective #1 After a discussion of "time wasting" activities, students will identify at least three occurrences out of five when they have misused or wasted in time in their daily routine over the course of five days.

Objective #2 Given five groups of numbers, students will identify the range and mean of each group in four out of five attempts.

4) Student develops **two** measurable objectives for session #2 of the structured group program that supports the established goal (**one** school counseling content and **one** language arts content).

Objective #1 After a discussion about time management techniques, students will demonstrate how to use two time management techniques, such as making lists, schedules, or establishing priorities to organize and utilize time effectively in one afternoon routine.

Objective #2 After reading aloud a short story, students will enhance reading comprehension by explaining the use of time management solutions in at least three of the five problems in the story.

5) Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools.

Using data-driven, needs-based programming helps ensure that designed curriculum addresses the needs of the student body and supports the mission of the school. Without first examining the needs of the school body, a school counselor would perhaps fail to make a positive impact on the students and the achievement gap. By performing a thorough needs analysis, a school counselor can create appropriate intervention and prevention programs to serve the student body. The programs hopefully will create opportunities for the students to adapt to challenging situations and improve their academic, social, and career development. A school counselor needs to utilize pre- and post-test measures to support that the programming is making a difference. Conducting a needs assessment prior to beginning a group program will emphasize the target need, highlight researched success and evidence from other programs, and support the school counselor's work by providing a rationale for the program.

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| Ramdass, D., & Zimmerman, B.. (2011). Developing self-regulation skills: The important role of homework. *Journal of Advanced Academics*, *22*(2), 194-218,354-355. Retrieved June 4, 2012, from ProQuest Education Journals. Document ID: 2273327241.  Steen, S., Bauman, S., & Smith, J. (2007). Professional school counselors and the practice of group work. *Professional School Counseling*, *11*(2), 72-80. |

**Attachments**

* [512\_Parent\_letter.doc](https://c1.livetext.com/folder/8940954/ikrKaQ9T_512_Parent_letter.doc)

[Edit](https://c1.livetext.com/misk5/editdoc/7826782/36448518/2)

Component #2: Research- Supported and Standards-Based Content

1) Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.

Title of Session #1: Knocking down the hurdles is OK?

Brief Summary of Session: This initial session will provide an opportunity for the students to hear the goal of the group, understand and accept the guidelines of participation, including confidentiality rules, and choose to make a commitment to participate. The session will include an ice breaker activity, a brainstorming session to help the students identify hurdles (time-wasting activities), and incorporate data analysis components to help emphasize how often they can be distracted. The session will end with individual goal setting and a mention of the next week's topic.

Theoretical Orientation: Reality Therapy

Specific Group Technique: Utilize parts of the WDEP "What are you doing now? What is distracting you?"

Structure: This is a psychoeducational small group designed to serve as an intervention tool for 9th grade male student athletes. The group will meet for 40 minutes, once a week for six weeks in the counseling center. The time of day will rotate so no student will miss the same class each week. The program will be offered multiple times throughout the year according to need of the student population.

Materials/Media: A roll of toilet paper, a print of the Norman Rockwell painting, white board and/or paper for brainstorming, markers

Core ASCA Standard:A:A2 Acquire skills for improving learning

Core State Academic Standard: MM1D3 Students will relate samples to a population. (Data analysis and probability)

Objectives: Objective #1 After a discussion of "time wasting" activities, students will identify at least three occurrences out of five when they have misused or wasted in time in their daily routine over the course of five days.

Objective #2 Given five groups of numbers, students will identify the range and mean of each group in four out of five attempts.

Assessments: Leader can observe during brainstorming session to ensure that students comprehend what type of activities and responsibilities distract them and prevent them from accomplishing homework. As students brainstorm and call out ideas, the leader should listen to what the students are naming and assess whether or not they are picking appropriate events.

Procedures/Instructional Strategy: 1.The session will begin with a brief introduction by the leader. The leader will present the overall goal of the group, discuss group rules, acceptable ways to participate, number of and length of sessions, and emphasize the need for confidentiality. Group members will have an opportunity to voice concerns and ask questions before signing a short contract promising to abide by all the rules and faithfully attend and participate in all the sessions. (<5 min)

2. An icebreaker will be started by the leader. A roll of toilet paper will be passed around the group with instructions to take as much toilet paper as they might need, with five squares being the minimum. After each group member has a turn taking toilet paper, they will be asked to share one piece of information about themselves for every square of toilet paper in their hands. The leader will demonstrate by taking the first turn. If any student has taken an excessive amount of toilet paper, limit each turn to one minute so all get chance to share. Although the boys can share whatever information is appropriate and comfortable, the leader can set the model by mentioning her name, family members, pets, favorite activities, etc. (5-10 min)

3. She will show Norman Rockwell's painting "A Day in the Life of A Little Boy" and explain, using the illustration, how obstacles prevent her from accomplishing tasks throughout the day. The leader will ask the students to think about their own days and brainstorm a list of activities that distract them. Students will be invited to share hurdles that stress them out or hurdles that distract them from accomplishing important tasks.

4. After a list has been compiled, the leader will ask the boys think about the number of times each week certain activities distract them. Tally marks will keep the score for how often certain events occur. The boys will be asked to identify the distraction that occurs most often and least (range) among the hurdles. Then the boys will be asked to figure out the average number of distractions per student (mean). Using this information, the leader can ask the boys to consider the volume of potential daily distractions and facilitate a short discussion on how we always need to work with purpose and utilize effective time management skills because hurdles abound. (15 min)

5. With ten minutes left in the session the leader will guide the activity to an end so the group can recap the past 30 minutes and come up with individual goals to work on in addition to the overall group goal. The students will be encouraged to share parts of the activity and their goals with their parents (Kayler & Sherman, 2009; Steen & Kaffenberger, 2007) and be reminded that personal information shared during the session should always remain in the group only. The leader will introduce the topic for the next session and briefly talk about how the students will be encouraged to change their perspective on homework assignments and school.

Homework/Ownwork: Students will choose their own homework activity based on the discussion during the session. The leader will guide the choosing of the homework by asking the students what they might do during the next week to avoid 'time-wasting" activities.

2) Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.

Title of Session #2: Now What?

Brief Summary of Session: The leader will review with the group the agreed upon rules of the group and remind the students of the importance of confidentiality and exceptions to confidentiality. Depending on the progress during the first session, an ice breaker may or may not be included. Because these students are all athletes and possibly teammates, cohesion and trust may form quickly in the first session. The leader will review last weeks brainstorming session and ask how their previous week went. After discussion, a short story will be passed out. The boys will read the story aloud paragraph by paragraph. The story will introduce a main character with many obstacles in the way of academic success. After reading, the students will name different ways of solving the time management problems in the story. Once the boys have come up with all they can, the leader will provide feedback, suggests other ideas, and model appropriate time management skills and techniques. The students will have the opportunity to dissect the short story by inserting effective time management techniques for each issue presented in the story. The process stage will begin by the leader facilitating a discussion as to how the boys can apply these skills to their own routines and identifying things they already do to help themselves stay organized such as using an electronic device for setting alarms and timers to help them be on time to practice or remember significant events. The final moments of the session will include revisiting their individual goals and creating an objective for themselves to practice during the next week.

Theoretical Orientation: Solution focused

Specific Group Technique: Bibliotherapy

Structure: This is a psychoeducational small group designed to serve as an intervention tool for 9th grade male student athletes. The group will meet for 40 minutes, once a week for six weeks in the counseling center. The time of day will rotate so no student will miss the same class each week. The program will be offered multiple times throughout the year according to need of the student population.

Materials/Media: 6-8 copies of the selected story, white board/paper, markers

Core ASCA Standard: A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

GA Core Language Art standard: ELA9RL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

Objectives: Objective #1 After a discussion about time management techniques, students will demonstrate how to use two time management techniques, such as making lists, schedules, or establishing priorities to organize and utilize time effectively in one afternoon routine.

Objective #2 After reading aloud a short story, students will enhance reading comprehension by explaining the use of time management solutions in at least three of the five problems in the story

Assessments: Leader will observe during the processing stage, whether or not the student will understand how the time management techniques can be utilized in their own schedule.

Procedures/Instructional Strategy: 1. The leader will open by reviewing guidelines and confidentiality. She will facilitate a discussion on the previous week and ask student how often they recognized distractions and if they were able to "knock down the hurdle."

2. The leader will introduce the solutions to overcoming hurdles and commend the students who share any success stories from the previous week. After some discussion about time management solutions, the leader will hand out the short story and ask all boys to read along. All will be invited to read a paragraph aloud, however, should they wish to pass they may. The story will present a young student in similar situations to these athletes. After reading the boys will be asked if and how they identified with the character and what solutions they could offer should the person be in the group with them (Steen & Kaffenberger, 2007) .

3. As students begin to name techniques they know of, they should be written down. When their list is exhausted the leader can prompt them further by suggesting and giving feedback. Once a thorough list is established, the leader choose a skill to model and ask the boys to model or define a skill until all skills have been explained or time runs out. Any remaining skills will be covered in a future session.

4. As the working stage, wraps up the leader will ask the boys what skills they have already used, what skills they think will be helpful, and what they have noticed their friends using. The leader will encourage the students to challenge themselves by trying two new skills during the week and reminding their peers to do the same. If appropriate, boys will pair up and form accountability partners to motivate them during the week (Kayler & Sherman, 2009).

Homework/Ownwork: Students will choose their own homework activity based on the discussion during the session. The leader will guide the choosing of the homework by asking the students what they might do during the next week to incorporate time management skills into their daily routine.

3) Student identifies ASCA Standards and core academic standards covered in Session #1 and Session #2.

Session 1 ASCA standard: A:A2 Acquire skills for improving learning

Georgia Math Standard: MM1D3 Students will relate samples to a population. (Data analysis and probability)

Session 2 ASCA Standard: A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

Language Art standard: ELA9RL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

4) Student discusses the importance of supporting theoretical orientations and techniques in school counseling prevention and intervention programs.

Theoretical orientations and techniques provide structure and organization for group programs. They create direction and purpose for activities. Explaining theories to parents and students may not be necessary, however, having a clear understanding of how your own process works will aid in planning the program and working through the process. Understanding theoretical frameworks benefits the counselor during collaboration with other helping professionals who may be using techniques with her students. Working with a full quiver of tools allows school counselors to reach the most students in a variety of ways. Because all students are different, using the same technique and theory for all students could prove to be ineffective.

Reference:

Kayler, H., & Sherman, J. (2009). At-risk ninth-grade students: A psychoeducational group approach to increase study skills and grade point averages. *Professional School Counseling*, *12*(6), 434-439.

Steen, S., & Kaffenberger, C. J. (2007). Integrating academic interventions into small group counseling in elementary school. *Professional School Counseling*, *10*(5), 516-519.

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Component #3: Ethical, Legal, Multicultural

1) Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.

School counselors should always be familiar with the counseling policies and guidelines of their school and district and act in accordance with them. School counselors should also always act within and according to the codes of ethics established by ACA, ASCA, and possibly AACC. A significant ethical consideration is to always do no harm. Because of the wide variety of cultures, neighborhoods, family life, and socioeconomic situations students may come from, it is important to be sensitive when approaching topics that may make some students feel excluded, singled-out, or uncomfortable. A trusting environment should be established before sensitive topics are discussed. Depending on school policy, informed consent forms should be signed by the parents or guardians of each student making them aware of the topic, goal, and purpose of the group. Because the nature of many groups is based on voluntary involvement, each student should have the opportunity to choose to participate or leave. Confidentiality should always be discussed prior to the beginning of any counseling session. Confidentiality is especially difficult to maintain in a group setting due the number of people hearing and sharing information, therefore reminding students of the limitations of confidentiality and the importance of keeping information inside the group is especially important.

Specific ethical codes pertinent to this program include (but not limited to):

A.1. Welfare of those served by counselors

A.2 Informed consent in the counseling relationship

A.4 Avoiding harm and imposing values

A.5 Roles and Relationships with clients

A.8 Group work- screening and protecting clients

B.1 Respecting clients rights

B.2 Exceptions to Confidentiality

C.1 Knowledge of Standards

C.2 Professional competence (ACA, 2005)

2) Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section). See attached.

3) Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.

In the opening of each session the group will go over the guidelines for participation in the group which will include respecting others. When conflicts arise the leader should exercise appropriate leadership skills such as protecting, blocking, and modeling in effort to "do no harm" to each student in the group. The leader will also take time in the initial stages of the program and allow students to introduce themselves. Mixers and icebreakers will be used to create a comfortable environment conducive to building trust among peers and the leader.

The leader will also take time during the screening process to get to know the participants of the group. Cultural, socioeconomic status, and other diversity issues will be noted so the leader can better prepare herself for the group. By educating herself, the leader can curb her own ideas about the students and potentially anticipate or avoid conflicts among the students. In this particular program the leader should consider cultural factors that may be preventing students from completing their homework and facilitate effective alternatives for the students besides working at home. The following considerations should be made during this program: responsibility in the home, low socioeconomic status preventing them from having a safe, quiet studying environment, responsibility to care for siblings, etc.

The group population will not discriminate against different race or cultures, however this group program is designed for 9th grade, male student athletes. The school counselor will learn as much about the participants during the recruitment and screening process. Information gathered from teachers and coaches about participants will also help the leader in anticipating responses and comments during the session. It is impossible to know what students might mention, but knowing backgrounds and personalities of her group members can help her prepare.

During the opening remarks of the initial session the leader will remind the students of common courtesies to extend to each other while others are talking or sharing. Laughing at other people is not acceptable. Laughing with other people is enjoyable. The leader should make sure students understand the difference. During the brainstorming session, many different distractions may be mentioned. Due the different nature of students' families and home lives, some hurdles may sound insignificant to others. The leader should be ready to address potentially harmful or inappropriate comments quickly and effectively. If a student is distracted at home because he is in danger or hungry, the leader should not ignore the comment but be ready to take a change in the lesson if needed. Because the topic of this group program is not as personal as others, a school counselor may become relaxed during the sessions. However, it is important to realize poor academic performance can happen for a variety of reasons and when students become comfortable with each other a variety of issues may come out.

4) Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination.

It is imperative that a school counselor abide by the professional ethical codes established for her profession. Ethical codes are established to protect both the students and the counselor. The first code listed in the American Association for Christian Counselors is "Do No Harm"(AACC, 2004). School counselors are advocates for students and adhering to ethical standards ensures that the school counselor should always be acting in the best interest of the student body. Part of doing no harm is carefully creating the best environment possible for academic, personal/social, academic development. Counselors should thoughtfully create a screening and recruitment process to create a group that she believes can become cohesive, effective, and trustworthy. Although a counselor can never assume how a group will mesh, appropriate measures should be taken when creating the small group and the program. For this particular group, the leader chose to address the need of 9th grade male student athletes. That narrows the group of eligible students down but a variety of other considerations need to examined to make the group number even smaller. The leader examined the grades and attitudes of eligible participants. Those students with the most need combined with desire to participate in the group were invited first. Student with little or no desire to partake in the group will also be invited because the leader believes that the encouragement from teammates and the desire to continue playing sports can be strong motivators even to reluctant students.

References:

American Association for Christian Counselors. (2004). AACC code of ethics. Retrieved from [www.aacc.net](http://www.aacc.net)

American Counseling Association. (2005). ACA code of ethics. Retrieved from [www.counseling.org](http://www.counseling.org)

**Attachments**

* [Informed\_Consent.docx](https://c1.livetext.com/folder/8940954/sapaJK3D_Informed_Consent.docx)

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Component #4: Program Evaluation

1) Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

What activity(ies) can be distraction(s) that prevent students from completing homework?

a. playing video games

b. watching television

c. washing the dishes

d. both a and b

What is the range of the following numbers: 56 23 17 34 24

a. 17 and 56

b. 23 and 17

c. 56 and 24

d. 17 and 34

2) Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

Which of the following techniques can be used to organize free time after school?

a. making a schedule

b. setting a timer

c. creating a to-do list

d. all of the above

Henry had so much to do; he fought and fought to make it through. He managed his time, no, he didn't whine. He needed to get it all done.

What is the message in the poem?

a. Henry was a trouble maker and a fighter.

b. Henry was busy, but he worked hard and didn't make excuses.

c. Henry was busy but fought his manager to get the work accomplished.

d. all of the above.

3) Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling

Evaluating programming is essential for the progress of the students and the comprehensive school counseling program. Adequate evaluations demonstrate the effectiveness of the program activities or the need for revisions. Positive evaluations demonstrate the benefits of the school counseling program to the stakeholders of the school. Parents, teachers, administration, school board members, and students are typically interested in seeing the student body achievement improve. Pre- and post-test assessments validate the program activities and support the purpose of the school counselors' mission. With the evidence that evaluations provide, school counselors have valuable data to support the work they do and black and white proof that they are contributing to the mission of the school. Establishing measurable objectives and outcomes allows school administrators to make sense of the activities and see how the school counselor is working to close achievement gaps, improve the AYP of the school, and support the overall mission of the school. Program evaluations are also beneficial in showing areas that need improvement or revision. If pre- and post-test assessments show little difference, school counselors have the opportunity to revise the program components. Program evaluations are also helpful because they help fulfill accountability in the program. A school counselor needs to be able to demonstrate how she is delivering the program to the students. Evaluations by the counselor, the accountability group, and the students themselves can keep the school counselor focused on the mission of the comprehensive program and the school